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ABSTRACT

This report presents an evaluation of the Louisiana state-wide program of French instruction at the primary level for the academic year 1974-75, the third year of the program's implementation. The focus of the evaluation is on the attainment of linguistic objectives and the measurement of the community's support of the program. The program consists of four major components: instruction of French as a second language in elementary schools, career education, an inservice teacher training program, and adult night classes. The linguistic progress findings in the report, which follow a summary of findings and demographic statistics, apply to the first two components. Samples and results of the surveys of attitudes of parish superintendents, supervisors, principals, parents, and adult French students constitute the body of the report, along with a summary of the inservice teacher training program. Comments and recommendations conclude the report. Following the report is a copy of Louisiana Senate Bill No. 639, the act which authorizes the teaching of second languages in grades 1-12 in Louisiana schools. (CLK)

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STATE WIDE CODOFIL PROGRAM OF FRENCH INSTRUCTION IN THE ELEMENTARY GRADES

1974-75

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EVALUATION REPORT
SUBMITTED BY
GHINI & ASSOCIATES
NEW ORLEANS, LOUISIANA
FOR THE
LOUISIANA STATE DEPARTMENT OF EDUCATION

EVALUATION REPORT
CODOFIL
STATEWIDE PROGRAM
OF
FRENCH INSTRUCTION
IN THE
ELEMENTARY GRADES

1974 - 1975

SUBMITTED BY:

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FOREWORD

The evaluators present this report of the third year of activities of the program with a high level of satisfaction and gratitude for the employees of the Louisiana State Department of Education, Foreign Language Section, for having provided high quality statistical data and full cooperation in the preparation of this report.

This evaluation does not purport to be a research of the socio-economic impact of the project nor an assessment of future benefits to be derived from the program. But it is a fair assessment of its impact on the educational community, the popularity of the program among the Louisiana parents, and the linguistic achievement of the students who are participating.

The evaluators certify that all reasonable and ethical care has been exercised in the processing of gathered data and that they have made a fair and professional, sound interpretation of same as reflected in the body of this report.

Costantino Ghini, President
GHINI & ASSOCIATES

The opinions expressed herein do not necessarily reflect the position or policy of the Louisiana State Department of Education or the Council for the Development of French in Louisiana, and no official endorsement by them should be inferred.

INTRODUCTION

In August, 1974, the Foreign Language Section of the Louisiana State Department of Education entered into an agreement with Ghini & Associates, a private, independent, educational services firm, to evaluate the CODOFIL French Program in the Elementary Schools for the academic year 1974-1975. The program coordinator and his staff, parish superintendents, supervisors, French educational consultants, teachers, and French-speaking associate teachers all cooperated fully and graciously assisted the evaluation team in its efforts to secure valid and reliable data for this report.

The present evaluation is concerned with the third year of the program's implementation. Inasmuch as Ghini & Associates has conducted the evaluation for the two previous years, we are able not only to evaluate this year's performance with ever more refined skills, but we are presenting an evaluative continuum. In this continuum or longitudinal evaluation we try to provide some of the insights gained through past testing of educational hypotheses and the formulating and testing of new ones.

The thrust of the present year's evaluation is on the attainment of linguistic objectives and the measurement of the community's support that the program enjoys in Louisiana.

Regarding the attainment of linguistic objectives, we are using previous year base line data so as to reach sound conclusions based on past experience. Regarding educational community support, we have developed a series of surveys which tend to give a very accurate picture of the program's standing among parents, educators, and admini-

strators. Whenever data are available from previous years, they are compared side by side so as to identify any shifts or changes in opinion or any new trends.

In past years, we were concerned whether French linguistic instruction would cause any harm to the acquisition of basic skills and achievement level of the students. The hypothesized harm was based on two levels: a.) the French instruction competed for time with the regular curricula; and b.) the introduction of a foreign grammar among children of such a tender age may negatively influence their ability to function in English (reading and language skills). Extensive testing was conducted in the first two years of the program using such highly standardized and respected instruments as the Metropolitan Achievement Test and the SRA-PMA Test. Consistently, the results failed to support the hypothesis that harm to children's achievement and basic skills acquisition was being caused by the introduction of up to one hour of French instruction a day. Further, the evaluators have conducted intensive and extensive research (up to 4 years) in four other bilingual programs in the state of Louisiana (2 in French and 2 in Spanish) using a multitude of standardized tests, such as the SRA Achievement Test, the CTBS, the Metropolitan Achievement Test, the Inter American Series Test, the Peabody Picture Vocabulary Test, and other in-house instruments. All this research has failed to find any harmful effects caused by bilingual education. On the other hand, the evaluators have substantial supportive data to state that bilingual education tends to improve the achievement level and the acquisition of basic skills both by the ethnic student (linguistically deprived) and of the Anglo student who is participating in the bilingual class-

room. Due to this massive amount of existing data and research, the evaluators felt that it was redundant for this year to retest the "harm hypothesis" and funds could be better used in researching other questions still unanswered.

The program is made up of four major components: the French as a second language instruction in the elementary schools, the career education, the in-service teacher training program, and the adult night classes. In this report, the linguistic progress findings (Frère Jacques Tests) apply to the first and second components. The in-service teacher training component and the adult night classes are covered through the respective surveys. The overall program climate is assessed through the parental and schools' administrators surveys.

While the evaluators try to bring to the attention of the reader some of the highlights contained in the data through the "Comments and Recommendations" section of this report, they want to encourage the reader to sift through all the data presented and reach his own conclusions.

SUMMARY OF FINDINGS

As previously mentioned, the thrust of this evaluation is in three basic directions:

I. The learning of French language skills.

II. The impact and acceptance of the program by the educational community.

III. The popularity of the program among the Louisiana parents.

The learning of French language skills was measured through the utilization of three tests: Frère Jacques Test 1A, Frère Jacques Test 1B, and Frère Jacques Test 1C. The latter was developed and administered to gather base line data to measure the impact of teacher's continuity.

The impact, acceptance, and support that the program enjoyed in its third year was measured through the utilization of a set of surveys sent to the parish superintendents, the program supervisors, the principals, and the second language specialists.

The popularity of the program among the Louisiana parents was measured through two surveys: one aimed at the parents of children who are enrolled in the program, and the other to parents and adults who are attending French classes.

Regarding the learning of French language skills, the children showed a remarkable performance with an attainment as good as, and in some cases, better than the one achieved in the previous year. This statement is qualified only by the fact that the scores of the second and third grade children tested in the previous year were slight-

ly higher than the ones achieved by students this year. On the other hand, the students tested last year had already had one year of French while this year students were in their first year of French, and, therefore, the evaluators believe that this year's level of performance was superior to the previous year's attainment.

Fourth and fifth grade scores were higher this year than last year. Differences in scores at all grade levels failed to reach statistical significance and should be ascribed to chance. This year's performance should be considered very good and in keeping with the linguistic objectives of the program and should serve as a canon of excellence against which to measure children's attainment in future years.

The educational community thinks very highly of the program. In spite of having reached operational maturity, the program is held in very high regard by the superintendents, supervisors, principals, and the number of teachers who are seeking second language specialist certification in ever increasing numbers. In general, 95% of the educational community is in favor of the program's continuance and feel satisfied with its activities and objectives. The most relevant finding was the increase (10%) in principals who would like to see the program eliminated from their schools. Scheduling of French classes and having to deal with "different" teachers, besides the same complaint that French language learning should be limited to the most capable students, are reasons advanced for elimination of the program.

The parents, who have children participating in the program, and the adults who are taking French lessons, now as in the past,

are strong and enthusiastic supporters of the program. Ninety-four and three-tenths per cent of them like the idea of their children learning French and 95% of those parents who are taking French have recommended their courses to neighbors and 92% of them plan to enroll in future courses if offered.

The evaluators believe that the Program's overall performance was superior to that of the previous years and that the Program has reached a functional equilibrium in which it is optimizing the return on its resources. Its operational framework provides room for evolutional changes without disruptive effects on its ultimate objective of providing second language skills in French to the elementary school children of Louisiana.

The passage of Senate Bill No. 639 insures the continued feasibility of providing second language instruction not only to the ethnic minorities of the state, but also to those groups who view a second language as a skill with which they wish to endow their children.

DEMOGRAPHIC STATISTICS

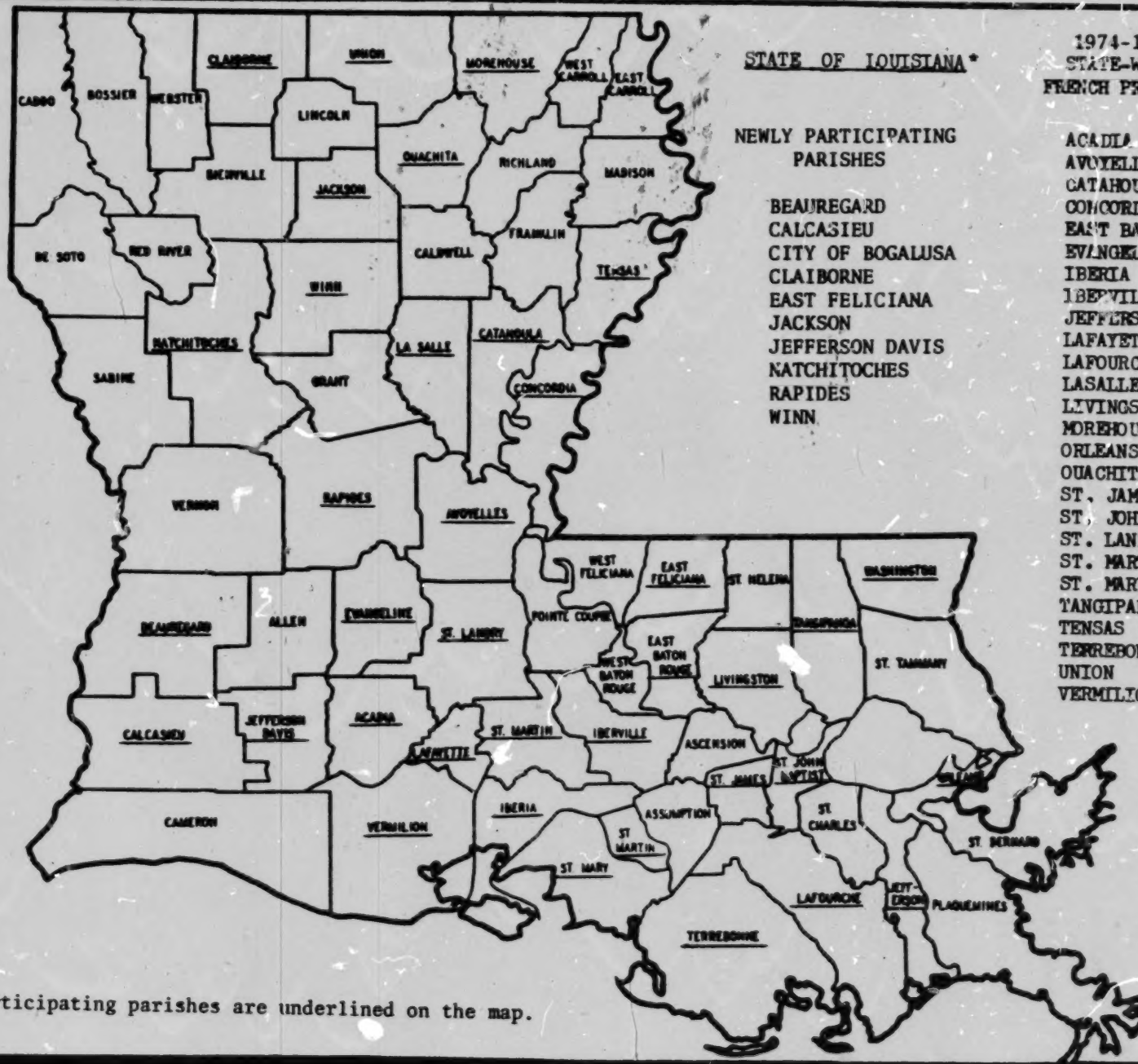
	1974-75	1973-74	1972-73
Parishes	36	26	20
Schools	201	137	95
Kindergarten Classrooms	17	10	6
First Grade Classrooms	159	382	323
Second Grade Classrooms	495	354	171
Third Grade Classrooms	419	236	41
Fourth Grade Classrooms	233	66	4
Fifth Grade Classrooms	123	20	0
Sixth Grade Classrooms	47	12	0
Seventh Grade Classrooms	4	0	0
Eighth Grade Classrooms	3	0	0
Total Classrooms in Program	1,513	1,080	545
Pupils (approximate)*	40,000	29,000	16,000
French Teaching Assistants	232	170	100
French Educational Consultants	8	6	7
Parents Enrolled in French Classes	1,676*	979	0
Louisiana Teachers Enrolled in Special In-Service Training Program	249*	100	0

*Estimates due to transfers and withdrawals

Parishes

Acadia	East Feliciana**	LaSalle	St. Landry
Avoyelles	Evangeline	Livingston	St. Martin
Beauregard**	Iberia	Morehouse	St. Mary
Calcasieu**	Iberville	Natchitoches**	Tangipahoa
Catahoula	Jackson**	Orleans	Tensas
City of Bogalusa**	Jefferson	Ouachita	Terrebonne
Claiborne**	Jefferson Davis**	Rapides**	Union
Concordia	Lafayette	St. James	Vermilion
East Baton Rouge	Lafourche	St. John	Winn**

**New parishes



STATE OF LOUISIANA*

NEWLY PARTICIPATING PARISHES

BEAUREGARD
CALCASIEU
CITY OF BOGALUSA
CLAIBORNE
EAST FELICIANA
JACKSON
JEFFERSON DAVIS
NATCHITOCHES
RAPIDES
WINN

1974-1975
STATE-WIDE
FRENCH PROGRAM

ACADIA
AVOYELLES
CATAHOULA
CONCORDIA
EAST BATON ROUGE
EVANGELINE
IBERIA
IBERVILLE
JEFFERSON
LAFAYETTE
LAFOURCHE
LASALLE
LIVINGSTON
MOREHOUSE
ORLEANS
OUACHITA
ST. JAMES
ST. JOHN
ST. LANDRY
ST. MARTIN
ST. MARY
TANGIPAHOA
TENSAS
TERREBONNE
UNION
VERMILION

*Participating parishes are underlined on the map.

FRÈRE JACQUES TEST

During the 1973-1974 academic year, the Louisiana State Department of Education staff in ccoperation with the Conseiller Pédagogique of France, and the evaluators developed a new test of French comprehension called the Frère Jacques Test. The test was originally intended for children who already had had one year of French or were enrolled in the second grade or higher.

For the present year, the original test was kept unchanged and called 1A. Also, an upgraded version, 1B, was designed for children who were in their second and third years of French. A third and limited scope version with 20 test items, 1C, was designed to gather base line data for a longitudinal analysis of the effect of teacher's continuity.

Version 1A offers the greatest comparability with the results of previous years. The reason for such comparability is the fact that not only has the test been kept unchanged*, but the tested population was as similar as possible. The major variable was that while last year's recipients of the F.J.T.1A had already had one year of French instruction, this year's students were all taught French for the first time.

The tests are of the group administered type and make extensive use of pictorial material appropriate to the age level of the testees.

*A few questions should have been changed as a few of the pictures provided some room for equivocal responses; but for the sake of comparability and reliability the test was kept unchanged.

The test items are consistent with the materials used in the Frère Jacques method* and cover a wide field of language comprehension. These factors, in addition to the relatively large number of test items, 50, help to insure the test validity. The reliability of the test is also quite high as evidenced by the consistency of the results. Due to economic, time, and logistic limitations, this year the testing was based on stratified random sampling. Inasmuch as new instruments were developed, F.J.T.1B and F.J.T.1C, it was possible to gather base line data which will prove invaluable in the future assessment of program effectiveness and in the possible merit of teacher's continuity.

A total of 280 classrooms were tested, almost 18.5% of all the classrooms in the program (Tables 01-03). Frère Jacques Test 1A shows that the children this year have achieved at a level comparable to the one achieved last year. After reprocessing last year's results, and through a t-test for independent means, it became apparent that while the previous year's scores of second and third graders may show some possible impact from previous French instruction, this year's scores do not show any statistically significant difference. Furthermore, this year's scores for fourth and fifth graders are somehwat higher than last year's but the difference fails to reach statistical significance. Therefore, considering that last year's students had already received one year of French,

*The method was developed in France to instruct pupils in French as a second language and it is not accompanied by testing instruments.

this year's performance can be safely considered somewhat superior (Tables 04-07).

Frère Jacques Test 1B was administered to children who already had had one year or more of French and it was based on the second part of the Frère Jacques materials. Its design closely followed Frère Jacques Test 1A. The test validity is based on the nature of the test items (lifted directly from the lessons). Examining the test results, a strong case can be made for its apparent reliability. Reliability analysis of the test has not been formally conducted but it will be done during the 1975-1976 school year. The results, which are quite uniform at each grade level, dramatize either the uniformity of instruction or the difficulty of the test. Analyzing the items completion, it shows that the children have achieved at a level consistent with high expectations (Table 08).

Frère Jacques Test 1C was designed to measure the level of impact caused by teachers who have taught the same children for two years on the assumption that yearly turnover of teachers is deleterious to the children's achievement. Test results can not as yet be assessed as there are no valid or usable comparative data. If the test were to be used as a regular classroom examination or criterion test to measure pupils' achievement on the material presented, it would show that the children have scored 85% of the items correctly. This kind of performance, for all the children in a classroom, can only be defined as excellent (Table 09).

Table 01
Sample Size - Frère Jacques 1A

Grade	Number of Classrooms	Tabulated
II	35	25
III	35	32
IV	35	33
V	30	28
Total	135	118

Table 02
Sample Size - Frère Jacques 1B

Grade	Number of Classrooms	Tabulated
II	30	26
III	35	34
IV	30	28
V	30	26
Total	125	114

Table 03
Sample Size - Frère Jacques 1C

Grade	Number of Classrooms	Tabulated
III	10	10
IV	5	5
V	5	3
Total	20	18

LONGITUDINAL TEST RESULTS WITH FRÈRE JACQUES 1A
1973-1974 AND 1974-1975

Table 04
Grade II

Year	Mean*	S.D.	df	t	P = .05
1973-74	30.66	4.31	40	1.46	N.S.
1974-75	27.97	6.51			

Table 05
Grade III

Year	Mean*	S.D.	df	t	P = .05
1973-74	29.31	4.48	44	1.68	N.S.
1974-75	26.95	4.20			

Table 06
Grade IV

Year	Mean*	S.D.	df	t	P = .05
1973-74	27.06	4.61	39	1.40	N.S.
1974-75	29.96	4.99			

Table 07
Grade V

Year	Mean*	S.D.	df	t	P = .05
1973-74	30.02	1.74	36	1.51	N.S.
1974-75	33.39	6.54			

*Test consisted of 50 items.

FRÈRE JACQUES 1B

Table 08

Mean scores, standard deviations, and numbers of classrooms in the sample for each grade level

Grade	Mean*	S.D.	N
II	30.51	6.86	26
III	31.79	6.69	34
IV	29.80	5.67	28
V	30.71	5.56	26

FRÈRE JACQUES 1C

Table 09

Mean scores, standard deviations, and numbers of classrooms in the sample for each grade level

Grade	Mean**	S.D.	N
III	15.98	1.81	10
IV	17.41	1.52	5
V	17.61	0.34	3

*Test consisted of 50 items.
**Test consisted of 20 items.

PARISH SUPERINTENDENTS' SURVEY

All of the 36 parish superintendents were sent an anonymous response questionnaire that encouraged their providing frank answers regarding the CODOFIL Program. A total response of 25 (70%) was received, only one of which arrived too late for tabulation. The response is very high and indicative of the interest with which the parish superintendents observe the progran as part of their educational offering. The tables presented at the end of this part of the report summarize the superintendents' responses.

Generally, 83% feel satisfied with the program, and none of them is very dissatisfied with its implementation. At least 96% of the respondents would like to see it continued with only one superintendent wanting to see it eliminated from his parish.

Regarding the supervision of the associate teachers of French by the French Educational Consultants, at least 75% of them felt it was Excellent to Good. The supervision provided by the American Bilingual Specialists of the State Department of Education was rated Excellent to Good by 91.5% of the respondents. This is a definite improvement over previous years.

The superintendents were asked to express their opinions of how the classrooms teachers were accepting French instruction in their classrooms. More than two-thirds felt that the classroom teachers accepted French instruction well or very well and 28% fairly. None of the superintendents answered "poorly."

The superintendents who had had the program in their schools two years or more were asked to compare this year's overall program

quality to previous years and 62.5% felt it had improved and 31.3% felt it had remained the same.

The superintendents made the following comments to the evaluators:

"We are in the process of getting the Board to decide if it will provide supplementary funds."

"It is my opinion that the success of the CODOFIL French Instruction Program is based primarily on how effective the young French teacher is in developing student and community interest in the French language."

"French teachers should be able to speak the English language. We received two this year who could not speak it when they arrived, and have made little progress during the year toward learning English. I have been very disappointed in this area."

"Last year we had two teachers well versed in good teaching methods and practices. We were well satisfied. This year there are three teachers. These are not as qualified, as interested and as cooperative. They are doing this in place of their military service. I recommend these be transferred at the end of the current school term."

"Program has to be continuous if it is to be effective. Practice of dropping a grade each year will cause the entire program to fail and perhaps be abandoned."

CODOFIL FRENCH PROGRAM
PARISH SUPERINTENDENTS' SURVEY

	N = 24 100.0%
A. How satisfied are you with the French Instruction Program operating in your schools?	
Very satisfied	41.7%
Somewhat satisfied	41.7
Somewhat dissatisfied	16.6
Very dissatisfied	0.0
B. If funds for this program are available for next year, which do you feel is appropriate for your schools?	
Be continued and expanded if possible	50.0
Remain the same size as it is this year	29.2
Be reduced in size	16.6
Be eliminated from your schools	4.2
C. How would you rate the supervision received by the French Associate Teachers from the French Educational Consultants?	
Excellent	29.2
Good	45.9
Fair	8.3
Poor	8.3
N. A.	8.3
D. How would you rate the supervision received by the French Associate Teachers from the American Bilingual Specialists of the State Department of Education?	
Excellent	29.1
Good	62.5
Fair	4.2
Poor	4.2

E. How are the classroom teachers accepting French instruction in their classrooms?

Very well	32.0
Well	40.0
Fairly	28.0
Poorly	0.0

F. For superintendents who have had the program in their schools two years or more: N = 16
In general, has the overall quality of the program during the present year:

Improved	62.5
Remained the same	31.3
Deteriorated	6.2
Other _____	0.0

G. Please note any other facts about the CODOFIL French Program in your schools which should be brought to the project evaluator's attention at this time. (see text)

SUPERVISORS' SURVEY

The supervisors participating in the program were sent an anonymous response survey identical to the one sent to the parish superintendents. Of the 36 sent, at least 31 answered (86%), unfortunately four responses arrived too late for tabulation. Nonetheless, the response was extremely high and indicative of their level of involvement and awareness of the program.

Overall, only one respondent felt extremely negative about the program and the performances of the people associated with it, even if another supervisor was also somewhat dissatisfied. Analyzing supervisors' responses from the previous years, their level of satisfaction seems to hold constant at around 92.5% feeling very satisfied to somewhat satisfied. Regarding program expansion, more and more feel that the program should remain the same size as it is presently (41%). The proportion of supervisors who want the program continued in their schools is remaining very high and constant throughout the years at around 96%.

According to the supervisors, the supervision received by the French Associate Teachers from the French Educational Consultants has improved with 85% of them stating that it is good to excellent; only 75% of the previous year's respondents rated it in a similar way. Regarding the supervision provided by the American Bilingual Specialists of the State Department of Education, fully 78% of the respondents rated it good to excellent. During the previous year, only 65% gave them a similar rating; an impressive gain of 15 per-

centile points.

The supervisors stated that about 82% of the classroom teachers accepted French instruction for their children well and very well. The parish superintendents felt that only 72% of the classroom teachers shared these feelings. Of the supervisors who had had the program in their schools two years or more, fully half believed that the program had improved and 35% felt that it had remained the same. The parish superintendents (62.5% of them) felt that the program had improved. This difference of views may have resulted from the greatly improved administration of the program during 1974-1975, but with a less dramatic improvement at the field level.

The supervisors were encouraged to communicate any other facts, deemed relevant, to the evaluators and following are all their comments:

"More close selection of candidates to eliminate non-teachers or people just in for the ride."

"Need more funds for teaching materials and supplies."

"The couple in our parish are lovely people, very conscientious about their work and have fit into the faculty very well."

"A more equitable distribution of French Associate Teachers according to the school population and the tax contribution of the individual parishes."

"Parental interest lacking."

"This is our first year in the program. I recognize that our Associate French Teachers were above average and this had much to do with the success of the program. I am disappointed that not too many of our own teachers in participating schools are in the train-

ing program to take their places."

"There are some negative feelings in this parish by some administrators and teachers. They question the amount of time spent in learning French - they well know that the goals of CODOFIL are not being met and that the time could be more profitably spent. But these people are relatively few in number."

"This year has been one of our best programs. As a whole, the teachers seem to be much more competent. There has been very good support with administration as well as regular classroom teachers."

CODOFIL FRENCH PROGRAM
SUPERVISORS' SURVEY

N = 27
100.0%

A. How satisfied are you with the French Instruction Program operating in your schools?

Very satisfied	44.4%
Somewhat satisfied	48.2
Somewhat dissatisfied	3.7
Very dissatisfied	3.7

B. If funds for this program are available for next year, which do you feel is appropriate for your schools?

Be continued and expanded if possible	51.9
Remain the same size as it is this year	40.7
Be reduced in size	3.7
Be eliminated from your schools	3.7

C. How would you rate the supervision received by the French Associate Teachers from the French Educational Consultants?

Excellent	33.3
Good	51.9
Fair	7.4
Poor	0.0
N. A.	7.4

D. How would you rate the supervision received by the French Associate Teachers from the American Bilingual Specialists of the State Department of Education?

Excellent	22.2
Good	55.6
Fair	14.8
Poor	0.0
N. A.	7.4

E. How are the classroom teachers accepting French instruction in their classrooms?

Very well	22.2
Well	59.3
Fairly	14.8
Poorly	3.7

F. For supervisors who have had the program in their schools two years or more: N = 20
In general, has the overall quality of the program during the present year:

Improved	50.0
Remained the same	35.0
Deteriorated	10.0
Other (see text)	5.0

G. Please note any other facts about the CODOFIL French Program in your schools which should be brought to the project evaluator's attention at this time. (see text)

PRINCIPALS' SURVEY

The evaluators sent an anonymous response questionnaire to all principals participating in the program. To provide a longitudinal perspective, the survey questions were similar to the ones asked in previous years. Furthermore, the responses were broken down between principals who had had the program for the first year and principals who had had the program two or more years. The response was amazingly high as in past years, with around 80% of each of the two groups responding: 101 out of 139 principals with two years or more in the program, and 47 out of 58 principals with one year in the program. Of the 155 responses received, only seven were too late for tabulation or not usuable. The table at the end of this section provides the statistics on which this report is based. For purposes of perspective, present responses are compared to those of previous years. Differences smaller than plus or minus 3% will not be called to the attention of the reader inasmuch as they may be due to chance and not indicative of any basic shifts unless positive or negative changes are consistent in all responses.

During the 1974-1975 academic year, the principals who were new in the program were somewhat more supportive and enthusiastic about the program than the "veterans." Also, compared to previous years, approximately 10% more of the principals would like to see the program eliminated from their schools. While 90% of the "new" principals would like to see the program continued, only 80% of the "veterans" take the same view. Naturally, the level of support is still tremendously high, but some dissatisfaction is beginning to

emerge. The direct quotes from the principals' comments will illustrate the most frequent complaints.

According to the principals, "old" and "new," the supervision provided by the foreign Educational Consultants was slightly better than that provided by the American Bilingual Specialists. But both performances have diminished somewhat from the previous year with the foreign Educational Consultants losing more ground than the American Bilingual Specialists. The "new" principals were more critical of supervision than the "veterans."

Probably the most interesting finding was the acceptance by classroom teachers of French instruction. Of the "old" principals only 72.6% said it was "very well" or "well" and 8.8% said "poorly;" on the other hand, 85.1% of the "new" principals expressed the former opinion and none of them, 0.0%, felt that it was received poorly. This showing may be due to the fact that the new entrants into the program had volunteered to participate and that the program is enjoying greater acceptance among the teachers of Louisiana.

A very large group, 55% of the "veteran" principals, indicated that the program had improved and the same number as in the previous year felt it had deteriorated, 15%.

The principals were invited to note any other facts that they wanted to bring to the attention of the evaluators and following are a series of direct quotes from the most common comments:

"Some of the teachers work real well with the students whereas some of the teachers although they know the language well ... are not very effective in their efforts to motivate the classroom child to learn the language."

"Our students are hardly French-oriented nor have a strong desire to learn French."

"Mrs. Pelletier would be a superior teacher under any circumstances."

"Keep same French teacher from one year to another."

"It is quite difficult to schedule French as far as time is concerned in relation to the time required of other subjects according to bulletin 741."

"Our own native teachers should be trained - we would have greater continuity and very probably a more effective program."

"Our teacher, Miss Annie Martin, is excellent and conducts a very good lesson. The program could not be as effective conducted by classroom teachers, with only a little French background."

"This method of presenting materials brings about loss of control and too much disruption."

"They seem to have trouble becoming acquainted and fitting into the social life in the community."

"The program at Acadian Elementary School is excellent due to the superior teachers we have had, Mr. and Mrs. Daniel SanJuan. This couple is due much recognition."

"The Consultants and Specialists came once or twice a year and perhaps whenever needed - the brunt of the supervision and problem-solving rests in the daily demands of the principal and this is hard on us at times."

"This program could best be adopted as an enrichment program, on a voluntary basis, in the Middle Schools."

"In this parish the program is being phased out of the primary

grades. Nothing worse could happen. Instead, it should be expanded."

"The program should continue to go upward."

"It is the opinion of myself, the teachers, and assistant principal of _____ Elementary School that the French Program has been beneficial to a small number of students participating in this program. If there was a way that we could use the program for these students, I would be in favor of continuing it in our school. Otherwise, I think it is detrimental to the majority of the students who are missing valuable time in our own language arts. I have consulted with each teacher and they are in agreement with these statements. Signed _____."

"I like the program very much and the people in the community also like it. Once a year, for award night the children enrolled in French put on a short part of our yearly program. We have an elementary school (grades K-8) and parents really go for this."

"There is a need for greater emphasis on orientation of French teachers prior to recruiting, some of them are 'clock punchers' and get by with as little as possible."

"Some of the students who are weak in their academic areas cause discipline problems for the French teachers because they also have a hard time learning what the French teachers are teaching. Some help might be given in the area of discipline."

"We are presently working with the French Program in grades K thru 6. This is our fifth year working with the CODOFIL program and wish to have it continued."

"The children enjoy his (French teacher) classes and look forward to attending French lessons."

"This is our first year to participate in this program. I find it to be worthy and hope it will be continued on the same grade level and expanded to follow the one section presently involved."

"The CODOFIL Program seems to de-emphasize the importance of the Cajun dialect and culture. I feel this is not good. Both French and Louisiana French culture should be taught side by side. It is like teaching the metric system and completely ignoring the English system of measurement we now use. Sure, metric is better, but people need to know both systems and decide for themselves which is better."

In essence, the principals were concerned with the quality of the French teachers, their orientation to help them cope with the new environment, their adherence to school policies, classroom discipline, their teaching skills, and the continuity of their services (two years instead of one). Also, they were concerned with the scheduling of classes, students' interest and motivation, expansion and growth of the program, and increased supervision from French Consultants and Bilingual Specialists. Most of them found the program worthwhile, enjoying community support, and deserving of continued growth and expansion especially to the most capable students.

The principals were queried regarding the performances of the French Associate Teachers (includes Canadians and Belgians) in a series of skills. The respondents accounted for 184 French Associate Teachers and the table at the end of this section of the report shows their relative rating. Generally, the principals who are in the pro-

ram for the first time have a more positive view of the effectiveness and ability of the French Associate Teachers. Generally, the French Associate Teachers perform quite well with the exception of "class control" where 35% of them were rated fair to poor. This level of performance has not changed from the previous year and is probably going to remain steady. The reason is that the handicap of a foreign instructor stepping into an unfamiliar classroom cannot be effectively ameliorated. Only truly outstanding teachers can command respect and discipline in a foreign environment.

CODOFIL FRENCH PROGRAM
PRINCIPALS' SURVEY

	2 yrs. or more in the program N = 101 68.2%	less than 2 yrs. in the program N = 47 31.8%	Composite N = 148 100.0%
A. How satisfied are you with the French Instruction Program operating in your school?			
Very satisfied	47.6%	59.6%	51.4%
Somewhat satisfied	30.7	23.4	28.4
Somewhat dissatisfied	15.8	14.9	15.5
Very dissatisfied	5.9	2.1	4.7
B. If funds for this program are available for next year, which do you feel is appropriate for your school?			
Be continued but expanded upward to follow students now participating	50.5	65.2	55.1
Remain in the same grades as it is this year	25.7	19.6	23.8
Be reduced in number of sections	3.0	4.3	3.4
Be eliminated from your school	20.8	10.9	17.7
C. How would you rate the supervision received by the French Associate Teachers from the foreign Educational Consultants?			
Excellent	23.2	19.2	21.9
Good	42.5	46.8	43.8
Fair	23.2	14.9	20.6
Poor	9.1	10.6	9.6
N. A.	2.0	8.5	4.1

	2 yrs. or more in the program	less than 2 yrs. in the program	Composite
D. How would you rate the supervision received by the French Associate Teachers from the American Bilingual Specialists of the State Department of Education?			
Excellent	15.6	12.8	14.7
Good	43.7	46.8	44.7
Fair	27.1	17.0	23.8
Poor	9.4	10.6	9.8
N. A.	4.2	12.8	7.0
E. How are your classroom teachers accepting French instruction in their classrooms?			
Very well	41.2	55.3	45.6
Well	31.4	29.8	30.9
Fairly	18.6	14.9	17.5
Poorly	8.8	0.0	6.0
F. For principals who have had the program in their schools two years or more: In general, has the overall quality of the program during the present year:			
Improved	54.5	----	----
Remained the same	30.7	----	----
Deteriorated	14.8	----	----
Other _____	0.0	----	----
G. Please note any other facts about the CODOFIL French Instruction Program in your school which should be brought to the project evaluator's attention at this time. (see text)			

	French Associate Teachers rated by principals 2 yrs. or more in the program N = 134 72.8%	French Associate Teachers rated by principals less than 2 yrs. in the program N = 50 27.2%	Composite N = 184 100.0%
A. Rapport with students in his/her class.			
Excellent	39.6	42.0	40.2
Good	31.3	48.0	35.9
Fair	20.9	6.0	16.8
Poor	8.2	4.0	7.1
B. His/her relationship with administrative personnel.			
Excellent	45.5	62.0	50.0
Good	36.6	22.0	32.6
Fair	9.7	10.0	9.8
Poor	8.2	6.0	7.6
C. His/her knowledge of the subjects taught.			
Excellent	62.7	55.1	60.6
Good	31.3	36.7	32.8
Fair	[illegible]0	8.2	6.6
Poor	0.0	0.0	0.0
D. His/her ability to relate to fellow teachers.			
Excellent	23.9	45.1	29.7
Good	47.0	31.4	42.7
Fair	18.7	19.6	18.9
Poor	10.4	3.9	8.7

	French Associate Teachers rated by principals 2 yrs. or more in the program	French Associate Teachers rated by principals less than 2 yrs. in the program	Composite
E. His/her preparation and organization of teaching materials and lessons.			
Excellent	36.6	47.1	39.6
Good	49.6	33.3	45.0
Fair	10.7	15.7	12.1
Poor	3.1	3.9	3.3
F. His/her class control			
Excellent	27.4	22.0	25.9
Good	39.3	40.0	39.5
Fair	17.8	24.0	19.5
Poor	15.5	14.0	15.1

Please feel free to make any comments regarding the French Associate Teachers. (see text)

As you well know, a program for classroom teachers that allows them to earn a certificate in second language teaching at the elementary level has been established in six different universities. Are any of your teachers interested in such certification? If yes, how many _____ N = 76 N = 13 N = 89

PARENTAL QUESTIONNAIRE

A stratified, randomly selected sample of parents who were participating for the first time in the program were sent a parental questionnaire. The main purpose of selecting parents whose children were participating for the first time was to insure comparability between the data of this and previous years. The sample consisted of 990 parents in 7 different parishes. A full 37.5% response was obtained which compares well with the first (29%) and second (39%) years. Of the 371 responses, 91 were too late or incomplete, and of the remaining 280 every other one was tabulated. Past experience has shown that such a large sample is more than statistically adequate for sound conclusions. An examination of the untabulated questionnaires failed to show any material difference with the group chosen by chance.

The table at the end of this section of the report provides the results of the surveys conducted in 1975, 1974, and 1973. While the questionnaires for 1974 and 1975 are the most alike, the results are most comparable between the 1975 and 1973 data as both samples consist of parents who had their children participating in the program for the first time. However, a very powerful variable is in the fact that the program has received a great deal of media coverage during these last two years. Furthermore, while the table presents the relevant statistics and is self-explanatory, percentage differences from previous years of plus or minus 3% should not be considered indicative of changes or of new trends.

The parents were asked to comment on their feelings about state-wide instruction in a second language for all elementary school children. The overwhelming majority of the comments were favorable to such a concept. A few of the comments are directly quoted below:

"I like the idea of children learning another language in school. My child didn't like French at first. She has become more interested and likes it. She tells me everything she learns."

"I believe that if a second language is to be fully comprehended, its learning must begin early in a person's life, as in elementary school."

"I think it is a great idea. A lot of people in Louisiana speak French and it comes in handy lots of times to understand what is being said. I took French in high school and it has helped in lots of ways."

"The school should teach French because most older people can't talk English."

"My husband speaks French and I would like all my children to learn French."

"Good, if program can continue in high school so the participants could use it for college-prep course."

"This instruction is certainly a positive step toward having an all around education even for elementary children. My child has certainly learned a lot about the French culture and is using French in conversation."

"My feeling is that it would be good for exceptional and bright

students. However, not all children should be required (to take it). It would be better as an elective."

"I think all people should have a second language."

"I feel that this is a fine program and will back it 100%. Having taken 4 years of French in high school, I am able to help my child at home and he thoroughly enjoys it."

"I think that this is one of the best programs Louisiana has had."

In general, the parents were extremely supportive and enthusiastic for their progeny's learning of French (95%). At least 88% of the children show enthusiasm for French lessons and approximately 40% of the respondents use French daily with their families. In spite of present day recession, 62.6% of the parents still feel that a knowledge of French will increase their children's career options. Last year 76.3% shared this feeling. The group who has answered "No" has not materially grown (from 5.6% to 7.2%), but the "Do not know" group has grown most significantly from 17.7% to 30.2%. The evaluators believe that this shift is mostly a reflection of hard times.

About 86% of the parents have positive feelings toward state-wide instruction in a second language for all elementary school children and almost 73% favor free, non-compulsory, state-wide instruction in a second language for Louisiana adults.

The following tables show the tabulated results of this year's parental questionnaire and a composite of the parental questionnaires from 1973, 1974, and 1975.

CODOFIL FRENCH PROGRAM IN THE ELEMENTARY SCHOOLS
PARENTAL QUESTIONNAIRE

N = 140
100.0%

A. What school is your child attending?
Grade____ Parish_____

B. Have you heard of the CODOFIL French Program before?

Yes	71.4%
No	28.6

C. If yes, how did you learn about it?

Friend	7.1
Child	40.0
P.T.A.	7.1
Newspaper	27.9
Other (see text)_____	17.9

D. Did you know that your child was a participant in this program?

Yes	87.7
No	12.3

E. Do you like the idea of your child learning French?

Yes	94.3
No	1.4
Doesn't make any difference	4.3

F. Has your child shown any enthusiasm toward the French lessons?

Great deal	47.2
Some	40.7
Very little	6.4
None	3.6
Do not know	2.1

G. How do you think your child's attitude toward the French language and culture has been affected by the CODOFIL French Program?

It has improved greatly	34.4
It has improved somewhat	45.7
It is about the same	18.3
It has worsened somewhat	0.8
It has definitley worsened	0.8

H. At home, I speak to my child:

Always in French	0.0
Sometimes in French, sometimes in English	35.0
Always in English	65.0

I. At home, my child speaks to me:

Always in French	0.0
Sometimes in French, sometimes in English	44.3
Always in English	55.7

J. At home, I speak to others in the family:

Always in French	2.8
Sometimes in French, sometimes in English	41.1
Always in English	56.1

K. Have you ever traveled to, or lived in, a country other than the United States?

Yes	13.7
No	86.3

L. Do you think that learning French will increase your child's career options?

Yes	62.6
No	7.2
Do not know	30.2

M. Do you feel that children whose parents speak French, should learn French?

Yes	84.3
No	3.6
Do not know	12.1

N. How do you feel about state-wide instruction in a second language for all elementary school children?

Positive	75.3
Almost positive	10.9
Negative	2.9
Do not know	10.9

Please comment on your feelings about state-wide instruction in a second language for all elementary school children (see text)

O. How do you feel about free, non-compulsory, state-wide instruction in a second language for adults in Louisiana?

Positive	61.0
Almost positive	11.8
Negative	7.3
Do not know	19.9

P. Do you belong to the P.T.A., P.T.C., or any other parents' association?

Yes	44.9
No	55.1

Q. Have you met your child's French-speaking teacher this year?

Yes	33.1
No	66.9

R. Have you met your child's regular classroom teacher this year?

Yes	84.1
No	15.9

S. Do you think your child has made more progress in French this year than in previous years?

This is my child's first year	50.7
Yes, he has improved greatly	13.8
He has made good progress	25.4
He has improved little	6.5
He did not do as well as last year	2.9
He has regressed	0.7

T. Are any members of your family able to speak more than one language?

Yes	60.4
No	39.6

U. How old is the head of your household?

24-30	16.6
31-40	56.8
41-50	18.0
51-60	7.2
61 or over	1.4

V. The head of your household has finished:

less than 8 years of school	21.7
8-11 years of school	21.0
High School	36.3
2 years of college	5.8
College or beyond	15.2

W. What kind of work does the head of your household do?

Housewife	3.5
Manual work	4.9
Mechanical or technical work	22.5
Office employee	2.8
Businessman	4.9
Professional	16.9
Farmer	9.9
Other	34.6

X. Please write any suggestions you have for the French Program. (see text)

COMPOSITE OF PARENTAL QUESTIONNAIRES
1973 - 1975

		1975* N = 140	1974* N = 232	1973* N = 248
2B.	Have you heard of the CODOFIL French Program before?			
	Yes	71.4	75.0	73.39
	No	28.6	25.0	25.40
	N.A.	0.0	0.0	1.21
3C.	If yes, how did you learn about it?			
	Friend	7.1	8.2	6.05
	Child	40.0	41.8	37.10
	P.T.A.	7.1	6.9	10.08
	Newspaper	27.9	28.0	11.29
	Other	17.9	15.1	14.12
4D.	Did you know that your child was a participant in this program?			
	Yes	87.7	87.9	91.13
	No	12.3	12.1	7.67
5E.	Do you like the idea of your child learning French?			
	Yes	94.3	95.7	96.77
	No	1.4	1.3	2.43
	Doesn't make any difference	4.3	3.0	0.40
6F.	Has your child shown any enthusiasm toward the French lessons?			
	Great deal	47.2	55.6	Not
	Some	40.7	35.3	asked
	Very little	6.4	5.2	
	None	3.6	2.2	
	Do not know	2.1	1.7	

		1975 *	1974 *		1973 *
9G.	How do you think your child's attitude toward the French language and culture has been affected by the CODOFIL French Program?		language	culture	
	It has improved greatly	34.4	46.5	31.5	42.75
	It has improved somewhat	45.7	34.5	38.8	33.47
	It is about the same	18.3	16.0	26.7	18.97
	It has worsened somewhat	0.8	1.7	1.7	1.61
	It has definitely worsened	0.8	1.3	0.9	0.0
10H.	At home, I speak to my child:				
	Always in French	0.0	4.3		1.21
	Sometimes in French, sometimes in English	35.0	31.5		30.64
	Always in English	65.0	64.2		67.75
11I.	At home, my child speaks to me:				
	Always in French	0.0	0.0		0.81
	Sometimes in French, sometimes in English	44.3	39.7		44.76
	Always in English	55.7	60.3		54.03
12J.	At home, I speak to others in my family:				
	Always in French	2.8	0.4		0.81
	Sometimes in French, sometimes in English	41.1	35.3		34.68
	Always in English	56.1	64.3		62.90
K.	Have you ever traveled to, or lived in, a country other than the U.S.?				
	Yes	13.7	15.1		16.13
	No	86.3	84.9		82.66

		1975*	1974*	1973*
L.	Do you think that learning French will increase your child's career options?			
	Yes	62.6	76.3	Not
	No	7.2	5.6	asked
	Do not know	30.2	17.7	
M.	Do you feel that children whose parents speak French, should learn French?			
	Yes	84.3	82.3	Not
	No	3.6	4.3	asked
	Do not know	12.1	12.9	
N.	How do you feel about state-wide instruction in a second language for all elementary school children?			
	Positive	75.3	82.3	Not
	Almost positive	10.9	4.3	asked
	Negative	2.9	12.9	
	Do not know	10.9	0.4	
O.	How do you feel about free, non-compulsory, state-wide instruction in a second language for adults in Louisiana?			
	Positive	61.0	50.4	Not
	Almost positive	11.8	12.1	asked
	Negative	7.3	9.9	
	Do not know	19.9	27.6	
P.	Do you belong to the P.T.A., P.T.C., or any other parents' association?			
	Yes	44.9	44.0	50.81
	No	55.1	56.0	47.98

		1975*	1974*	1973*
Q.	Have you met your child's French-speaking teacher this year?			
	Yes	33.1	47.8	30.64
	No	66.9	52.2	68.55
R.	Have you met your child's regular classroom teacher this year?			
	Yes	84.1	89.7	76.61
	No	15.9	10.3	20.97
U.	How old is the head of your household?			
	24-30	16.6	23.7	21.37
	31-40	56.8	52.2	55.65
	41-50	18.0	18.1	17.74
	51-60	7.2	5.6	2.42
	61 or over	1.4	0.4	2.82
V.	The head of your household has finished:			
	Less than 8 years of school	21.7	15.1	20.16
	8-11 years of school	21.0	25.4	16.53
	High school	36.3	40.1	33.88
	2 years of college	5.8	7.3	6.45
	College or beyond	15.2	8.2	21.77

*If percentages for any one question do not equal 100%, it indicates that some answers were not available.

SURVEY OF ADULT FRENCH STUDENTS

The Adult French Instruction Program established during 1973-74 was continued during the 1974-75 academic year. Enrollment increased 69%, from a total of 969 in 1973-74 to 1,676 for 1974-75. The number of parishes offering these adult instruction classes increased from 21 to 31.

In tabulating and interpreting the responses we received from these adults, they were divided into groups, male and female, and then a composite of both. In comparing the 1974-75 responses with those of 1973-74, we will look at total scores only. Two hundred and ninety questionnaires were sent out and 191 or 66% were returned. Of these, 165 were returned on time and were included in the tabulation.

Questions A, B, C, and D asked the respondents' parish, sex, date of enrollment in French classes, and the state in which he was born. Twenty-four and two-tenths per cent were male and 75.8% were female. Seventy per cent of the males and 68.8% of the females were native born Louisianians, with 69.2% of the total being native born. Twelve and one-tenth per cent of the total had been enrolled in the program prior to August, 1974 with the remainder enrolling between August, 1974 and March of 1975. Seventy-seven and five-tenths per cent of the males and 60.8% of the females were 41 or more years of age with 64.8% of the total falling in this age group which compares to 60% for the previous year. The largest subgroup was 41-60 years old.

Question E asked students about their occupations. Twenty-six and eight-tenths per cent were in education, 19.8% were housewives,

5.8% in medicine, 8.1% secretaries, 8.1% retired, 4.1% were students, and 4.1% were clerks. The rest ran the gamut from artist to donut cutter, retail merchant to farmer to evangelist.

Thirty-eight and one-tenth per cent of the froup first heard of the program through newspapers with 21.7% learning of it from the schools, 18.5% from a friend, 8.5% from radio and TV, and 13.2% from other sources. Twenty-seven and nine-tenths per cent have parents who speak French, while only 11% claim to be French speaking themselves. Fully 25.6% claim a frequent use of French outside of the course, with 33.5% saying they used it seldomly, 29.9% reported a rare use for French, and 11% said they never used it.

Sixty-one and eight-tenths per cent rated their classroom attendance as "very good," 30.9% as "good;" thus 92.7% rated their attendance at "good" or better. Fifty-six and three-tenths per cent rated their participation in class activities as "very good" with another 37.0% rating it "good" for a combination of 93.3% rating it "good" or better. Eighty-four and two-tenths per cent rated the quality of instruction received as "very good" and 15.8% rated it "good" for a total of 100% feeling it was "good" or better! A total of 93.3% stated they were well or very much satisfied with their present progress in the French class, leaving only 6.7% to report little or negative satisfaction.

Some comments, evoked by the question asking how their families felt about their taking this course, included:

"They are very happy, they are proud of the fact."

"They think it is a very good experience and opportunity."

"They think it will be helpful."

"My family is pleased that their mother is taking French."

"Very interested - in fact 3 other members are attending the classes."

"In-laws are pleased since they are French speakers."

"My husband and I both take French."

"They cooperate, though they see little use for it on a practical basis."

"They think it is the thing to do."

"Very encouraging to continue."

"My family consists of adult children who are extremely pleased to see 'Mom using her brain again.'"

"Indifferent."

"Husband feels I do not have the time required for study at home."

Ninety-five and one-tenth per cent report they have recommended the course to a friend or neighbor and 91.6% plan to enroll in future courses if offered. As to their plans for using French in the future, 27.5% plan to use it to speak with people, 24.2% merely have pride in their achievement, 15.1% want to understand friends or relatives, and 19.9% will use it to read newspapers, magazines, or to listen to radio and TV programs. Other uses included:

"Help my children with their French."

"Travel abroad."

"Enjoy French books, music, etc."

"For language requirements for graduate school admittance."

"To better myself."

"Use at work."

"Because French is being taught in my classroom."

Eighty-eight and eight-tenths per cent feel positive about state-wide instruction in a second language for all elementary school children with only 2.5% being negative. Some comments here included:

"Instruction should begin at the kindergarten level. It should be continued for several years."

"A second language can create an understanding and acceptance of those who seem different."

"Should be mandatory."

"Children of elementary age learn languages readily,"

"Everyone should have a second language. Why should we expect all foreigners to speak English?"

"It is being done in other countries and states, why not Louisiana?"

"It should be offered only to interested students - not everyone."

Ninety-six and three-tenths per cent felt that children whose parents speak French should learn French and 93.2% felt positive about free, non-compulsory, state-wide instruction in a second language for adults in Louisiana with only 0.6% feeling negatively on this. Ninety-four and five-tenths per cent rated the location, time, and classroom provided for the course as "good" or "very good" with 5.5% rating it "fair" or "poor."

Reasons for entering the program included the following:

"I'd like to go to France one summer or as an exchange teacher."

"Growing up in a French community I felt that I had missed much in not learning to speak it."

"Keep French as a 'living language.'"

"To be able to speak a second language...is a mark of a truly interested and educated person."

"To increase my speaking knowledge of French."

"My pupils all speak French, naturally as their teacher, I was interested."

"Had an interest in learning French for years - opportunity never presented itself until this program."

"Interest in French culture."

"Simply to learn French and use it."

"Self-improvement."

"Mental stimulation - challenging."

"I plan to revisit France."

"The enjoyment of learning a language. I wanted to be able to read my French cookbooks."

"To learn French from a French person."

"Desire to learn."

The following statements were in response to a request for any information they felt pertinent to the program or that could help to improve it:

"I think more emphasis should be placed on speaking French that is written." *

"Love learning from slides and conversing."

"It should be continued on a permanent basis. More teachers if possible to cover every parish in the state."

"Possibly give college credit."

"Keep classes separated, beginner from advanced."

---

* "written" is interpreted to mean standard rather than local dialect.

"More advertising of adult program to make more people aware of opportunity."

"Supplementary books with the script printed would be a great help."

"We (adults) need workbooks or textbooks not picture books."

"We could profit from structured homework assignments, or more frequent meetings - anything to make us practice the language more often."

"Having it in more than 2 schools should help. Few people are inclined to cross town."

"More classes in afternoon so women could attend who cannot get out at night."

"Do not stop after one year - follow up and advance every year."

"Program has served as a positive school-community factor. Adults who have had very limited contact with public education recently have seen fit to attend class."

CODOFIL FRENCH PROGRAM
SURVEY FOR ADULT FRENCH STUDENTS

	Male N = 40 24.2%	Female N = 125 75.8%	Composite N = 165 100.0%
A. Parish			
Avoyelles	2.5%	2.4%	2.4%
Beauregard	5.0	4.0	4.2
Calcasieu	7.5	3.2	4.2
Claiborne	7.5	4.8	5.5
Concordia	5.0	4.8	4.9
East Baton Rouge	12.5	4.0	6.2
East Feliciana	0.0	1.6	1.2
Evangeline	2.5	2.4	2.4
Iberia	2.5	5.6	4.9
Iberville	0.0	4.0	3.0
Jackson	2.5	4.0	3.6
Jefferson	0.0	3.2	2.4
Jefferson Davis	5.0	2.4	3.0
Lafayette	7.5	5.6	6.2
Lafourche	5.0	3.2	3.6
La Salle	0.0	1.6	1.2
Livingston	2.5	2.4	2.4
Morehouse	5.0	2.4	3.0
Natchitoches	0.0	1.6	1.2
Orleans	2.5	5.6	4.9
Ouachita	0.0	5.6	4.2
Rapides	2.5	9.6	8.0

	Male	Female	Composite
St. Landry	0.0	1.6	1.2
St. Martin	5.0	1.6	2.4
Tangipahoa	2.5	1.6	1.8
Tensas	2.5	2.4	2.4
Terrebonne	2.5	3.2	3.0
Union	0.0	2.4	1.8
Vermilion	5.0	1.6	2.4
West Feliciana	0.0	0.8	0.6
N. A.	5.0	0.8	1.8
B. Sex	24.2	75.8	100.0
C. Date of enrollment			
4 years ago	2.5	0.0	0.6
Sept. 1972	2.5	0.0	0.6
Sept. 1973	7.5	8.8	8.5
Oct. 1973	2.5	1.6	1.8
Dec. 1973	0.0	0.8	0.6
1974	2.5	0.0	0.6
Aug. 1974	2.5	3.2	3.0
Jan. 1974	0.0	0.8	0.6
Sept. 1974	42.5	37.6	38.9
Oct. 1974	10.0	28.0	23.6
Nov. 1974	20.0	8.0	10.9
Dec. 1974	0.0	2.4	1.8
Jan. 1975	0.0	1.6	1.2
Feb. 1975	0.0	0.8	0.6

	Male	Female	Composite
March 1975	2.5	0.0	0.6
N. A.	5.0	6.4	6.1
D. State in which born			
Louisiana	70.0	68.8	69.2
Texas	7.5	5.6	6.2
Mississippi	5.0	4.0	4.2
Arkansas	2.5	3.2	3.0
Oklahoma	2.5	3.2	3.0
Kansas	0.0	1.6	1.2
Minnesota	0.0	0.8	0.6
Pennsylvania	0.0	0.8	0.6
Wisconsin	0.0	0.8	0.6
Ohio	0.0	0.8	0.6
Illinois	5.0	0.8	1.8
Utah	0.0	0.8	0.6
Alabama	0.0	0.8	0.6
New York	0.0	0.8	0.6
Washington	0.0	0.8	0.6
Indiana	0.0	0.8	0.6
South Carolina	0.0	0.8	0.6
Missouri	0.0	0.8	0.6
Kentucky	2.5	0.0	0.6
Florida	2.5	0.0	0.6
Puerto Rico	2.5	0.0	0.6
Venezuela	0.0	0.8	0.6
Netherlands Antilles	0.0	0.8	0.6

	Male	Female	Composite
Romania	0.0	0.8	0.6
N. A.	0.0	1.6	1.2
E. Age			
Below 20	5.0	4.8	4.9
21 - 30	7.5	14.4	12.7
31 - 40	10.0	20.0	17.6
41 - 60	65.0	47.2	51.5
Above 60	12.5	13.6	13.3
F. Occupation			
In medicine	5.0	6.1	5.8
In education	25.0	27.4	26.8
Housewife	0.0	25.8	19.8
Secretary	0.0	10.6	8.1
Clerk	2.5	4.6	4.1
Retired	7.5	8.4	8.1
Student	2.5	4.6	4.1
Artist	0.0	1.5	1.2
Insurance agent	2.5	0.8	1.2
Teller	0.0	0.8	0.6
Do-nut cutter	0.0	0.8	0.6
Novelist	0.0	0.8	0.6
Stanley dealer	0.0	0.8	0.6
Home economist	0.0	0.8	0.6
Retail merchant	2.5	0.8	1.2
Seamstress	0.0	0.8	0.6
Welfare visitor	0.0	0.8	0.6

	Male	Female	Composite
Beautician	0.0	0.8	0.6
Engineer	10.0	0.0	2.3
Lawyer	5.0	0.0	1.2
Electrician	5.0	0.0	1.2
Radio broadcaster	2.5	0.0	0.6
Chemical plant operator	2.5	0.0	0.6
Collector-salesman	2.5	0.0	0.6
Appliance repairman	2.5	0.0	0.6
Commercial pilot	2.5	0.0	0.6
Feed dealer	2.5	0.0	0.6
Parts manager	2.5	0.0	0.6
Plant supervisor	2.5	0.0	0.6
Farmer and cattleman	2.5	0.0	0.6
Realtor	2.5	0.0	0.6
Evangelist	2.5	0.0	0.6
Administrator	2.5	0.0	0.6
N. A.	2.5	3.0	2.9
1. How did you first hear about this program?			
Newspaper	31.1	40.4	38.1
Friend	15.6	19.4	18.5
School	17.8	22.9	21.7
Radio & T.V.	13.3	6.9	8.5
Other (Please explain) (see text)	22.2	10.4	13.2
2. Do your parents speak French?			
Yes	37.5	24.8	27.9
No	62.5	75.2	72.1
Do not know	0.0	0.0	0.0

	Male	Female	Composite
3. Do you speak French?			
Yes	22.0	7.3	11.0
No	39.0	38.2	38.4
A little	39.0	54.5	50.6
4. Are you using French outside of the course?			
Frequently	25.0	25.8	25.6
Seldom	27.5	35.5	33.5
Rarely	30.0	29.8	29.9
Never	17.5	8.9	11.0
5. How do you rate your classroom attendance?			
Very good	57.5	63.2	61.8
Good	32.5	30.4	30.9
Fair	10.0	5.6	6.7
Poor	0.0	0.8	0.6
6. How do you rate your participation in the class activities?			
Very good	60.0	55.2	56.3
Good	30.0	39.2	37.0
Fair	7.5	5.6	6.1
Poor	2.5	0.0	0.6
7. How do you rate the quality of instruction you have received?			
Very good	82.5	84.8	84.2
Good	17.5	15.2	15.8
Fair	0.0	0.0	0.0
Poor	0.0	0.0	0.0

	Male	Female	Composite
8. How satisfied are you with your present progress in the French class?			
Very much	55.0	52.0	52.7
Well	40.0	40.8	40.6
Little	5.0	5.6	5.5
Dissatisfied	0.0	1.6	1.2
9. How does your family feel about your taking this course? Please comment (see text)			
10. Have you recommended this course to some friend or neighbor?			
Yes	97.5	94.3	95.1
No	2.5	5.7	4.9
11. Do you plan to enroll in future courses if offered?			
Yes	85.0	93.6	91.6
Maybe	10.0	4.8	6.0
No	0.0	0.0	0.0
Do not know	5.0	1.6	2.4
12. What do you hope to do with the French you are learning?			
Speak with people	27.3	27.6	27.5
Understand friends or relatives	17.9	14.2	15.1
Read newspapers, magazines, etc.	10.4	13.1	12.4
Listen to radio or T.V. programs	5.7	8.0	7.5
Pride in achievement	23.6	24.3	24.2
Other (please comment) (see text)	15.1	12.8	13.3

	Male	Female	Composite
13. How do you feel about state-wide instruction in a second language for all elementary school children?			
Positive	92.3	87.7	88.8
Almost positive	2.6	8.2	6.8
Negative	5.1	1.6	2.5
Do not know	0.0	2.5	1.9
Please comment (see text)			
14. Do you feel that children whose parents speak French should learn French?			
Yes	92.3	97.5	96.3
No	5.1	0.0	1.2
Do not know	2.6	2.5	2.5
15. How do you feel about free, non-compulsory, state-wide instruction in a second language for adults in Louisiana?			
Positive	94.9	92.6	93.2
Almost positive	0.0	3.3	2.5
Negative	0.0	0.8	0.6
Do not know	5.1	3.3	3.7
16. How do you rate the location, time, and classroom provided for the course?			
Very good	73.2	70.4	71.2
Good	19.5	24.6	23.3
Fair	4.9	2.5	3.1
Poor	2.4	2.5	2.4
17. Please comment on your reasons for entering the program. (see text)			
18. Please tell us anything that you feel is pertinent to the program or that could help to improve it. (see text)			

IN-SERVICE TEACHER TRAINING PROGRAM FOR SECOND LANGUAGE SPECIALISTS

The objective of the In-Service Program is to prepare Louisiana teachers to teach French in the elementary classes of public schools in the state where presently French is taught by Associate Teachers of French hired under a CODOFIL contract. The program was initiated by the Foreign Language and Bilingual Education Section of the Louisiana State Department of Education in conjunction with participating Louisiana universities. The State Board of Education has approved this In-Service Training Program as a bona fide program of 24 credit hours which offers, upon completion, a certificate as "Second Language Specialist (French)."

At the present time, this program bears no cost to the participants as it is funded by the CODOFIL French Program budget. The program is presently offered at six Louisiana universities. Summer sessions are offered either at Louisiana universities or abroad.

One of the most important features of this certification program is that it enables the elementary teachers certified as "Second Language Specialists" to teach all the content areas in the second language in the elementary grades. This skill is quite different from the one possessed by the foreign language teachers who can only teach the foreign language as a langauge art or enrichment subject and are presently limited to servicing the high schools. The certification of "Second Language Specialsit" can also be obtained by secondary foreign language teachers, but then it would enable them to teach the second language only as either language arts or as enrichment subjects in the elementary grades.

IN-SERVICE TEACHER TRAINING PROGRAM 1974 - 1975

ENROLLMENT

Universities	Teachers having started the program in: September 73	January 74	September 74	Total of present enrollment*
L.S.U.-B.R.	4	6	32	42
Nicholls	15	24	28	41
U.S.L.	31	1	18	50
N.L.U.	11	27	12	50
McNeese	0	0	31	31
L.S.U.-A.	0	0	17	17
Total	61	58	138	231

*Due to some withdrawals, this column is not the total of the other columns.

Note: 95 of the teachers enrolled in the Second Language Specialist Program are from Federal Bilingual Programs.

With the addition of two universities, McNeese in Lake Charles and L.S.U. in Alexandria, six univeristies now participate in the program. Enrollment is extremely encouraging, even if it is to be expected that some of them will eventually drop out of the program.

The evaluators have sent 231 anonymous response surveys to all known teachers presently enrolled in the program. Of these, 113 were received (48.9%) with only 11 too late for tabulation. The response is somewhat smaller than in the first year of the program (55% vs. 48.9%) but not significantly. The largest number of respondents were from N.L.U. and McNeese University. About 50% of them were in their first year in the program. When participants were asked to comment on their reasons for entering the program, their answers were generally in keeping with the purposes of the program: upgrading teaching skills, preserving Louisiana's French heritage, mastering the language, or for sheer personal enjoyment.

Regarding the length of teaching career, it seems that the program is attracting a more mature type of teacher. While in the first year of the program 45% of the respondents had only 3 years or less of teaching experience, this year only 22% of the enrollees have less than 3 years of teaching experience. Furthermore, 60% have had 8 years or more of teaching experience, while last year only 47% of the teachers were in this category. Therefore, it is safe to assume that the program is appealing to the career teacher, a most important objective. On the other hand, it points to the necessity of finding out why new young teachers are not as interested in entering the specialization program as the evaluators would have expected. It is possible that a) more experienced teachers are more

career oriented and see this as an opportunity to further their careers; b) older teachers are more knowledgeable of French than younger teachers; or c) the program is stabilizing and enrollment is following a length of service normal distribution pattern - quite a plausible reality when 56% of all teachers in the state of Louisiana have had 8 or more years of experience.

The table also shows an increase in the enrollment of teachers of French and at least 40% of the enrollees speak French. A surprisingly high number of respondents, 95%, stated that they plan to go through the entire 24-hour program. A positive factor, which enhances the value of French learning and teaching, is dramatized by the fact that 86% of the participants use French outside the classroom at least sometimes. While 90% of the teachers feel that upon completing the program they will be able to teach French effectively in the primary grades, only 70% are definitely interested in becoming itinerant teachers of French in one or more elementary schools.

When queried on how they had learned about the program, the following are a sample of direct quotes:

"A letter was sent to my school."

"Through Parish School Board."

"From French teacher in our French program."

"Announcement in the school."

"Faculty member of my elementary school who was in program."

"From teacher in school while student teaching."

"Through the coordinator of the CODOFIL program for the Parish."

"A notice was posted on our school bulletin board."

"News media announcing that L.S.U.-A. would offer French courses

in cooperation with CODOFIL."

"Newspaper ad."

"School principal."

"Michot's office."

"My son who is a student at this college told me about this program."

"From my supervisor of education in my local parish."

"From a friend."

"A letter from school curriculum supervisor."

"We received a letter from Mr. Dyess, Coordinator of Foreign Languages."

"From U.S.L. professor."

While the diversity of sources is tremendous, people generally found out about the program through the principals in their schools, the newspaper, and friends.

It seems that a very broad effort has been made to inform the teachers of the existence of the program and at least 70% have received outside encouragement to enter and continue in the program. Principals, instructors, fellow teachers, and husbands have played the motivating and supportive roles that have resulted in the teachers' seeking the specialization and staying with the program.

While obviously the program is better in some universities than in others, 85% of the participants would recommend that other teachers enter the program. A uniformly high percentage of the respondents enjoy the atmosphere in the course and therefore feel good regarding the instructional program and the specific courses they are taking. One hundred per cent of the respondents feel that the performances

of their university instructors and their associate teachers of French is good to very good.

The teachers' feelings about the method used (textbook) have not changed from the previous year. The teachers were asked how they felt about the instructional strategy (teamwork, participation of students, homework assignments, etc.) and the overwhelming response was positive and supportive. When asked to rate the instructional programs at their universities, at least 70% gave a "very good" rating (the highest rating) to the programs at N.L.U., U.S.L., L.S.U.-B.R., and McNeese. Eighty per cent of the students gave the Nicholls program a "very good" rating. The majority of the teachers felt that their school community cooperates and works together very well.

Ninety-six per cent of the teachers positively felt that the children whose parents speak French should learn French. Ninety-three per cent of the teachers felt positive regarding state-wide instruction in a second language for all elementary school children and only 3% felt negative toward such a concept. When queried on this point, they advanced the following comments:

"The exposure is invaluable!"

"Very valid on a cultural and linguistic basis."

"The earlier the language is started, the easier for children ot grasp."

"Exposing all students would make the program more effective."

"It would be a great opportunity for any child."

"I think it is necessary."

"North Louisiana is Anglo-Saxon. French plays a small role in

their heritage."

"This is done throughout most countries of the world - it's past time to begin it here."

"I feel that this is the best time to learn a second language. This will be of use to them in almost any work they do when they grow older."

"Every child should be required to learn a second language especially if it is part of their heritage."

"Doubtful as to its efficacy."

"We know our language better when we have another with which to compare it."

"In my travels I find this is most helpful."

The teachers felt overwhelmingly favorable toward free, non-compulsory, state-wide instruction in a second language for adults in Louisiana.

Regarding language learning these teachers felt that understanding the spoken language was the most improtant skill to master, followed by speaking, understanding of cultural values, reading, writing, and knowledge of formal grammar. It is of note that the present group of teachers places the highest values on the ability of oral communication and cultural awareness than in formal language learning.

When the teachers were queried on how they rated their own progress in the different language skill areas, they felt that they progressed the most in understanding the spoken language, reading, and understanding of cultural values. Conversely, they had made the least progress, in order of importance, in knowledge of formal

grammar, speaking, and writing.

All students were exhorted to comment on anything that they felt was pertinent to the program and could help to improve it. Generally, they were well pleased with the quality of instruction received and were enthusiastic about the program. The students at L.S.U. in Alexandria were highly disappointed with the announcement of the cancellation of the summer program as most of them felt that they would not be able to go to L.S.U. in Baton Rouge. The doubling up of courses at L.S.U.-A. during the normal academic year would have only placed an additional burden upon them and many felt they could not cope with the additional load.

The most often voiced complaints were the lack of textbooks, the fact that the tapes came only with pictures as illustration of their contents rather than a written text, insufficient conversational drill, and that some universities had not separated students who were French speakers from beginners causing frustrations for some and boredom for others. From an administrative point of view they complained mostly of the lack of guaranteed continuance of the program, and the lack of orientation regarding how their certification will be used or how they will be utilized by their own school boards. Some comments illustrating these points are as follows:

"I feel the program has been vaguely outlined to the participants, and unfortunately the future of the participants once they have qualified as S.L.S. is even vaguer. As long as we are not sure about the availability of positions as S.L.S., even the most committed participants will feel great frustration with the program."

"Offer special classes for those who have never had French.

It's difficult to compete with those who have had previous French or from French background. Possibly only those who have had French should be accepted in the course."

"The course would be easier and understood better if there was a textbook with printed content and exercises. As the course is being taught now, there is too much confusion with sounds that might be clarified if the written language was available."

"I don't feel the tapes are understandable enough for study. They aren't clear enough."

CODOFIL FRENCH PROGRAM
IN-SERVICE TEACHER TRAINING PROGRAM FOR SECOND LANGUAGE SPECIALISTS

I.1. In which university are you enrolled?

	N.L.U.* N = 27 26.5%	U.S.L.* N = 11 10.8%	L.S.U.-B.R.* N = 16 15.7%	Nicholls* N = 10 9.7%	L.S.U.-A.* N = 11 10.8%	M N
2. How many credit hours have you earned?						
three	70.4%	0.0%	0.0%	10.0%	27.3%	1
six	7.4	0.0	43.6	30.0	54.5	
nine	0.0	0.0	6.3	0.0	9.1	
twelve	0.0	9.1	12.5	0.0	0.0	
fifteen	11.1	0.0	6.3	0.0	0.0	
eighteen	11.1	81.8	12.5	60.0	9.1	
twenty-one	0.0	0.0	6.3	0.0	0.0	
twenty-four	0.0	9.1	12.5	0.0	0.0	

3. Please comment on your reasons for entering the program: (see text)

*N.L.U. - Northeast Louisiana University
U.S.L. - University of Southwestern Louisiana
L.S.U.-B.R. - Louisiana State University in Baton Rouge
Nicholls - Nicholls State Univers
L.S.U.-A. - Louisiana State Unive
McNeese - McNeese University

ty are you enrolled?

	N.L.U.* N = 27 26.5%	U.S.L.* N = 11 10.8%	L.S.U.-B.R.* N = 16 15.7%	Nicholls* N = 10 9.7%	L.S.U.-A.* N = 11 10.8%	McNeese* N = 27 26.5%	Composite N = 102 100.0%
ours have you earned?							
	70.4%	0.0%	0.0%	10.0%	27.3%	100.0%	49.0%
	7.4	0.0	43.6	30.0	54.5	0.0	17.7
	0.0	0.0	6.3	0.0	9.1	0.0	2.0
	0.0	9.1	12.5	0.0	0.0	0.0	2.9
	11.1	0.0	6.3	0.0	0.0	0.0	3.9
	11.1	81.8	12.5	60.0	9.1	0.0	20.6
	0.0	0.0	6.3	0.0	0.0	0.0	1.0
	0.0	9.1	12.5	0.0	0.0	0.0	2.9

your reasons for entering the program: (see text)

Louisiana University
y of Southwestern Louisiana
siana State University in Baton Rouge

Nicholls - Nicholls State University
L.S.U.-A. - Louisiana State University in Alexandria
McNeese - McNeese University

	N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	McN
I.4. How many years have you taught?						
first year	0.0	0.0	6.3	11.1	0.0	7
2 - 3	23.1	20.0	18.7	22.2	18.2	11
4 - 7	11.5	10.0	25.0	22.2	27.3	16
8 or more	65.4	70.0	50.0	44.5	54.5	62
II.1. Have you ever taught French?						
Yes	3.7	63.6	62.5	0.0	9.1	12
No	96.3	36.4	37.5	100.0	90.9	87
2. Do you speak French?						
Yes	3.9	100.0	50.0	77.8	18.2	37
No	96.1	0.0	50.0	22.2	81.8	62
3. Do you plan to go through the entire 24-hour program to get the certification in second languag elementary level?						
Yes	85.2	100.0	93.7	100.0	100.0	100
No	14.8	0.0	6.3	0.0	0.0	
4. Are you using your French outside of the course?						
Frequently	11.1	72.7	50.0	70.0	18.2	25
Sometimes	70.4	18.2	50.0	30.0	36.4	62
Rarely	14.8	9.1	0.0	0.0	45.4	
Never	3.7	0.0	0.0	0.0	0.0	

	N.L.U.	U.S.L.	U.-B.R.	Nicholls	L.S.U.-A.	McNeese	Composite
ave you taught?							
	0.0	0.0	.3	11.1	0.0	7.4	4.0
	23.1	20.0	8.7	22.2	18.2	11.1	18.2
	11.5	10.0	25.0	22.2	27.3	18.5	18.2
	65.4	70.0	50.0	44.5	54.5	63.0	59.6
ught French?							
	3.7	63.6	62.5	0.0	9.1	14.8	22.8
	96.3	36.4	37.5	100.0	90.9	85.2	77.2
ch?							
	3.9	100.0	50.0	77.8	18.2	37.0	39.0
	96.1	0.0	50.0	22.2	81.8	63.0	61.0
through the entire 24-hour program to get the certification in second language teaching at the							
	85.2	100.0	93.7	100.0	100.0	100.0	95.1
	14.8	0.0	6.3	0.0	0.0	0.0	4.9
r French outside of the course?							
	11.1	72.7	50.0	70.0	18.2	25.9	34.3
	70.4	18.2	50.0	30.0	36.4	63.0	52.0
	14.8	9.1	0.0	0.0	45.4	7.4	11.8
	3.7	0.0	0.0	0.0	0.0	3.7	1.9

	N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	McN
5. Do you feel that after completing the 24-hour program you will be able to:						
Teach French effectively in the primary grades of your school.						
Yes	91.7	100.0	81.2	100.0	63.6	92
No	0.0	0.0	0.0	0.0	0.0	0
Do not know	8.3	0.0	18.8	0.0	36.4	7
Be effective as an itinerant teacher of French in one or more elementary schools.						
Yes	58.3	81.8	75.0	77.8	54.5	76
No	12.5	18.2	6.3	11.1	0.0	7
Do not know	29.2	0.0	18.7	11.1	45.5	15
6. How did you learn about the program? Please comment (see text)						
7. Did you receive any encouragement to enter and to continue in this program?						
Yes	61.5	81.8	62.5	90.0	63.6	74
No	38.5	18.2	37.5	10.0	36.4	25
From whom? Please comment (see text)						
8. Based on the experience that you have gained so far, would you recommend that your colleagues ente						
Yes	77.8	100.0	93.7	80.0	54.5	96
No	11.1	0.0	0.0	0.0	9.1	0
Do not know	11.1	0.0	6.3	20.0	36.4	3

N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	McNeese	Composite
completing the 24-hour program you will be able to:						
ly in the primary grades of your school.						
91.7	100.0	81.2	100.0	63.6	92.6	88.9
0.0	0.0	0.0	0.0	0.0	0.0	0.0
8.3	0.0	18.8	0.0	36.4	7.4	11.1
erant teacher of French in one or more elementary schools.						
58.3	81.8	75.0	77.8	54.5	76.9	70.1
12.5	18.2	6.3	11.1	0.0	7.7	9.3
29.2	0.0	18.7	11.1	45.5	15.4	20.6
the program? Please comment (see text)						
ouragement to enter and to continue in this program?						
61.5	81.8	62.5	90.0	63.6	74.1	70.3
38.5	18.2	37.5	10.0	36.4	25.9	29.7
nt (see text)						
that you have gained so far, would you recommend that your colleagues enter this program?						
77.8	100.0	93.7	80.0	54.5	96.3	85.1
11.1	0.0	0.0	0.0	9.1	0.0	4.0
11.1	0.0	6.3	20.0	36.4	3.7	10.9

	N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	Mc
9. Are you enjoying the atmosphere of the course?						
Very much	77.8	81.8	75.0	80.0	72.7	8
Much	7.4	9.1	18.7	10.0	18.2	1
Fair	11.1	0.0	6.3	10.0	9.1	
No	3.7	9.1	0.0	0.0	0.0	
10. How do you feel regarding the instructional program and in specific regarding the courses that y						
Very good	61.5	72.7	75.0	80.0	63.6	7
Good	26.9	9.1	18.7	20.0	27.3	2
Fair	7.7	18.2	6.3	0.0	9.1	
Poor	3.9	0.0	0.0	0.0	0.0	
11. How do you rate the performance of the university instructor?						
Very good	84.6	63.6	78.6	80.0	63.6	8
Good	15.4	36.4	21.4	20.0	36.4	1
Fair	0.0	0.0	0.0	0.0	0.0	
Poor	0.0	0.0	0.0	0.0	0.0	

	N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	McNeese	Composite
he atmosphere of the course?							
	77.8	81.8	75.0	80.0	72.7	81.5	78.4
	7.4	9.1	18.7	10.0	18.2	18.5	13.7
	11.1	0.0	6.3	10.0	9.1	0.0	5.9
	3.7	9.1	0.0	0.0	0.0	0.0	2.0
garding the instructional program and in specific regarding the courses that you are taking?							
	61.5	72.7	75.0	80.0	63.6	77.8	71.3
	26.9	9.1	18.7	20.0	27.3	22.2	21.8
	7.7	18.2	6.3	0.0	9.1	0.0	5.9
	3.9	0.0	0.0	0.0	0.0	0.0	1.0
e performance of the university instructor?							
	84.6	63.6	78.6	80.0	63.6	85.2	78.8
	15.4	36.4	21.4	20.0	36.4	14.8	21.2
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0

	N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	Mc
12. How do you rate the performance of the French Teaching Assistant?						
Very good	45.5	72.7	73.3	70.0	0.0*	
Good	54.5	27.3	26.7	30.0	0.0	
Fair	0.0	0.0	0.0	0.0	0.0	
Poor	0.0	0.0	0.0	0.0	0.0	
*Did not have French Teaching Assistant						
13. How do you feel about the method (textbook) used in the classroom?						
Very good	40.0	54.5	57.2	50.0	40.0	6
Good	28.0	36.4	28.6	50.0	10.0	2
Fair	16.0	9.1	7.1	0.0	50.0	
Poor	16.0	0.0	7.1	0.0	0.0	
14. How do you feel about the instructional strategy (teamwork, participation of students, homework Please comment (see text)						
15. How do you rate the instructional program at your university?						
Very good	69.5	72.7	71.5	80.0	45.5	7
Good	26.1	18.2	21.4	20.0	45.5	2
Fair	4.4	9.1	7.1	0.0	9.1	
Poor	0.0	0.0	0.0	0.0	0.0	

73

N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	McNeese	Composite
performance of the French Teaching Assistant?						
45.5	72.7	73.3	70.0	0.0*	0.0*	66.0
54.5	27.3	26.7	30.0	0.0	0.0	34.0
0.0	0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teaching Assistant						
the method (textbook) used in the classroom?						
40.0	54.5	57.2	50.0	40.0	66.7	52.6
28.0	36.4	28.6	50.0	10.0	29.6	29.9
16.0	9.1	7.1	0.0	50.0	3.7	12.4
16.0	0.0	7.1	0.0	0.0	0.0	5.1
the instructional strategy (teamwork, participation of students, homework assignment, etc.)? ext)						
nstructional program at your university?						
69.5	72.7	71.5	80.0	45.5	73.1	69.5
26.1	18.2	21.4	20.0	45.5	26.9	26.3
4.4	9.1	7.1	0.0	9.1	0.0	4.2
0.0	0.0	0.0	0.0	0.0	0.0	0.0

	N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	McN
16. How well do the people in your school community cooperate and work together?						
Very well	34.6	40.0	73.3	50.0	30.0	74
Fairly well	42.3	50.0	20.0	40.0	30.0	22
Adequately	23.1	10.0	0.0	10.0	40.0	3
Usually not too well	0.0	0.0	6.7	0.0	0.0	0
Never work	0.0	0.0	0.0	0.0	0.0	0
17. Do you feel that children whose parents speak French should learn French?						
Yes	96.1	100.0	100.0	90.0	100.0	92
No	0.0	0.0	0.0	0.0	0.0	3
Do not know	3.9	0.0	0.0	10.0	0.0	3
18. How do you feel about state-wide instruction in a second language for all elementary school child						
Positive	73.1	81.8	87.5	90.0	72.7	92
Almost positive	11.5	9.1	12.5	10.0	9.1	7
Negative	7.7	0.0	0.0	0.0	9.1	0
Do not know	7.7	9.1	0.0	0.0	9.1	0

Please comment (see text)

N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	McNeese	Compostie
e in your school community cooperate and work together?						
34.6	40.0	73.3	50.0	30.0	74.1	53.1
42.3	50.0	20.0	40.0	30.0	22.2	32.6
23.1	10.0	0.0	10.0	40.0	3.7	13.3
0.0	0.0	6.7	0.0	0.0	0.0	1.0
0.0	0.0	0.0	0.0	0.0	0.0	0.0
dren whose parents speak French should learn French?						
96.1	100.0	100.0	90.0	100.0	92.6	96.0
0.0	0.0	0.0	0.0	0.0	3.7	1.0
3.9	0.0	0.0	10.0	0.0	3.7	3.0
state-wide instruction in a second language for all elementary school children?						
73.1	81.8	87.5	90.0	72.7	92.6	83.1
11.5	9.1	12.5	10.0	9.1	7.4	9.9
7.7	0.0	0.0	0.0	9.1	0.0	3.0
7.7	9.1	0.0	0.0	9.1	0.0	4.0

xt)

	N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	M
19. How do you feel about free, non-compulsory, state-wide instruction in a second language for adu						
Positive	88.5	72.7	81.2	90.0	63.6	
Almost positive	11.5	0.0	12.5	10.0	27.3	
Negative	0.0	0.0	0.0	0.0	9.1	
Do not know	0.0	27.3	6.3	0.0	0.0	
20. Please rate the relative importance of the following aspects of language learning:						
Understanding Spoken Language						
Very important	84.6	90.9	100.0	90.0	81.8	
Important	11.5	9.1	0.0	10.0	9.1	
Somewhat important	3.9	0.0	0.0	0.0	9.1	
Not important	0.0	0.0	0.0	0.0	0.0	
Speaking (converstational topics)						
Very important	61.4	63.6	81.2	70.0	72.7	
Important	30.8	36.4	12.5	30.0	18.2	
Somewhat important	3.9	0.0	6.3	0.0	9.1	
Not important	3.9	0.0	0.0	0.0	0.0	

	N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	McNeese	Composite
t free, non-compulsory, state-wide instruction in a second language for adults in Louisiana?							
	88.5	72.7	81.2	90.0	63.6	77.0	80.0
	11.5	0.0	12.5	10.0	27.3	11.5	12.0
	0.0	0.0	0.0	0.0	9.1	0.0	1.0
	0.0	27.3	6.3	0.0	0.0	11.5	7.0
tive importance of the following aspects of language learning:							
Language							
	84.6	90.9	100.0	90.0	81.8	85.2	88.1
	11.5	9.1	0.0	10.0	9.1	14.8	9.9
	3.9	0.0	0.0	0.0	9.1	0.0	2.0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
onal topics)							
	61.4	63.6	[illegible].2	70.0	72.7	63.0	67.3
	30.8	36.4	12.5	30.0	18.2	37.0	28.7
	3.9	0.0	6.3	0.0	9.1	0.0	3.0
	3.9	0.0	0.0	0.0	0.0	0.0	1.0

	N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	Mc
Reading						
Very important	37.0	9.1	50.0	40.0	54.5	1
Important	48.2	63.6	37.5	40.0	36.4	6
Somewhat important	14.8	27.3	12.5	20.0	9.1	2
Not important	0.0	0.0	0.0	0.0	0.0	
Writing						
Very important	25.9	9.0	37.5	50.0	36.4	
Important	51.9	45.5	50.0	30.0	36.4	5
Somewhat important	22.2	45.5	12.5	20.0	27.2	3
Not important	0.0	0.0	0.0	0.0	0.0	
Knowledge of formal grammar						
Very important	29.6	18.2	37.5	50.0	18.2	
Important	44.4	54.5	56.2	40.0	45.4	3
Somewhat important	26.0	27.3	6.3	10.0	36.4	6
Not important	0.0	0.0	0.0	0.0	0.0	

N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	McNeese	Composite
37.0	9.1	50.0	40.0	54.5	14.8	32.3
48.2	63.6	37.5	40.0	36.4	63.0	50.0
14.8	27.3	12.5	20.0	9.1	22.2	17.7
0.0	0.0	0.0	0.0	0.0	0.0	0.0
25.9	9.0	37.5	50.0	36.4	3.7	23.5
51.9	45.5	50.0	30.0	36.4	59.3	49.0
22.2	45.5	12.5	20.0	27.2	37.0	27.5
0.0	0.0	0.0	0.0	0.0	0.0	0.0
grammar						
29.6	18.2	37.5	50.0	18.2	0.0	22.5
44.4	54.5	56.2	40.0	45.4	33.3	44.1
26.0	27.3	6.3	10.0	36.4	63.0	32.4
0.0	0.0	0.0	0.0	0.0	3.7	1.0

	N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	Mc
Understanding of cultural values						
Very important	42.3	100.0	68.7	70.0	36.4	
Important	42.3	0.0	25.0	30.0	45.4	
Somewhat important	15.4	0.0	6.3	0.0	18.2	
Not important	0.0	0.0	0.0	0.0	0.0	

21. How do you rate your progress in these aspects during the French courses that you are presently

Understanding Spoken Language						
Very good	25.9	100.0	40.0	70.0	18.2	
Good	48.2	0.0	46.6	20.0	54.5	
Fair	22.2	0.0	6.7	10.0	27.3	
Poor	3.7	0.0	6.7	0.0	0.0	
Speaking (conversational topics)						
Very good	3.7	63.6	13.3	50.0	0.0	
Good	40.7	27.3	60.0	40.0	27.3	
Fair	48.2	9.1	20.0	0.0	63.6	
Poor	7.4	0.0	6.7	10.0	9.1	

N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	McNeese	Composite
tural values						
42.3	100.0	68.7	70.0	36.4	48.2	56.4
42.3	0.0	25.0	30.0	45.4	40.7	33.7
15.4	0.0	6.3	0.0	18.2	11.1	9.9
0.0	0.0	0.0	0.0	0.0	0.0	0.0
progress in these aspects during the French courses that you are presently taking?						
Language						
25.9	100.0	40.0	70.0	18.2	22.2	38.6
48.2	0.0	46.6	20.0	54.5	48.2	40.6
22.2	0.0	6.7	10.0	27.3	29.6	18.8
3.7	0.0	6.7	0.0	0.0	0.0	2.0
nal topics)						
3.7	63.6	13.3	50.0	0.0	7.4	16.8
40.7	27.3	60.0	40.0	27.3	40.7	40.7
48.2	9.1	20.0	0.0	63.6	44.5	35.6
7.4	0.0	6.7	10.0	9.1	7.4	6.9

	N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	Mc
Reading						
Very good	14.8	45.5	46.7	60.0	0.0	1
Good	59.3	45.5	33.3	30.0	72.7	6
Fair	25.9	9.0	20.0	10.0	27.3	2
Poor	0.0	0.0	0.0	0.0	0.0	
Writing						
Very good	0.0	45.4	46.7	30.0	9.1	1
Good	42.3	27.3	33.3	40.0	54.5	5
Fair	57.7	27.3	20.0	30.0	36.4	3
Poor	0.0	0.0	0.0	0.0	0.0	
Knowledge of formal grammar						
Very good	7.5	40.0	13.3	50.0	9.0	
Good	40.7	30.0	46.7	20.0	45.5	3
Fair	40.7	30.0	20.0	20.0	45.5	3
Poor	11.1	0.0	20.0	10.0	0.0	2

	N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	McNeese	Composite
	14.8	45.5	46.7	60.0	0.0	11.1	24.7
	59.3	45.5	33.3	30.0	72.7	63.0	53.5
	25.9	9.0	20.0	10.0	27.3	25.9	21.8
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	0.0	45.4	46.7	30.0	9.1	14.8	20.0
	42.3	27.3	33.3	40.0	54.5	51.9	43.0
	57.7	27.3	20.0	30.0	36.4	33.3	37.0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
grammar							
	7.5	40.0	13.3	50.0	9.0	7.4	16.0
	40.7	30.0	46.7	20.0	45.5	37.1	38.0
	40.7	30.0	20.0	20.0	45.5	33.3	33.0
	11.1	0.0	20.0	10.0	0.0	22.2	13.0

	N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	Mc
Understanding of cultural values						
Very good	3.7	40.0	20.0	60.0	20.0	1
Good	48.2	60.0	60.0	20.0	50.0	4
Fair	40.7	0.0	20.0	20.0	30.0	3
Poor	7.4	0.0	0.0	0.0	0.0	

22. Please tell us anything you feel is pertinent to the program or could help in improving it (see

N.L.U.	U.S.L.	L.S.U.-B.R.	Nicholls	L.S.U.-A.	McNeese	Composite
ltural values						
3.7	40.0	20.0	60.0	20.0	18.5	21.2
48.2	60.0	60.0	20.0	50.0	48.2	48.5
40.7	0.0	20.0	20.0	30.0	33.3	28.3
7.4	0.0	0.0	0.0	0.0	0.0	2.0

hing you feel is pertinent to the program or could help in improving it (see text)

COMMENTS AND RECOMMENDATIONS

This section of the report is written so as to bring to the attention of the reader some of the more outstanding findings that emerged from the data collected, and to present some recommendations which the evaluators believe will improve the program.

Last year's comments stressed the importance of the role played by the Associate Teacher of French. While all the important points were made then, we feel that a reiteration of some of these is in order.

In the eyes of the principals, classroom teachers, students and parents, the Associate Teacher of French IS the CODOFIL program. This being the case, no effort can be spared in the search, selection, orientation and support of qualified, capable enthusiastic and socially adept Associate Teachers of French. Almost without exception, whenever any complaint is voiced about the program, it is directly traceable to the poor perception that school personnel have of the individual Associate Teacher of French serving that specific location. To be sure, the Associate Teacher of French is expected to be a "Super-Teacher", one who is extremely dedicated (not a clock-watcher), capable of completely winning over and enthralling the children within a few minutes in a strange classroom, one who never breaks any of the written or unwritten school policies, is warm and friendly toward all other teachers and administrative personnel, and who maintains a moral deportment outside the school environment which in no way offends local community mores. In addition, the Associate

Teacher of French should be able to adjust to all existing school and community conditions without asking questions (he or she should know in advance how everything is done in America)!

To be realistic, and the foregoing expectations certainly are not, few native teachers can meet such qualifications. Further, the Associate Teacher group is composed of both professional and student teachers and the latter can hardly be expected to perform in all instances at a level consistent with the very high demands imposed upon them by the LEAs and professional peers.

It is of note that regardless of all these limitations, the majority of the Associate Teachers of French enjoyed a very high regard within the community they served. Nonetheless, now as in the past, it is imperative that the teacher selection based on qualifications, proven ability and personality remain as stringent as possible. Also, orientation and administrative support both at the State Department of Education and local levels should be maintained and increased.

Further, substantial financial incentives should be given to those Associate Teachers who perform outstandingly as teacher continuity seems to be a most desirable goal and therefore should be encouraged.

Regular classroom teacher support for the French lessons continues to be of paramount importance for the effective pre-

ser ation of the French program. The methodology used (Frère Jacques materials) is in many schools a radical departure from traditional instructional style and therefore apt to cause increased noise levels and distress to the regular teachers and principals. We continue to stress the necessity of the regular classroom teacher remaining in the classroom during French lessons to help maintain classroom control and monitor noise levels.

Another trend noted is that while Program Supervisors of the Parishes (Supervisors of Elementary Education) are becoming more satisfied with the program, its aims and implementation, Principals are becoming less so. The evaluators believe that this is due mostly to improved administration of the Program (e.g. more field personnel and stronger leadership from the State Department of Education and the Conseillers Pedogogiques), which leads to a greater level of expectation with the principals left "holding the bag" to solve problems arising within their schools in the implementation of the Program. Greater orientation of the host schools regarding the Program , the role of the Associate Teachers of French and the resulting expectations is suggested .

It is to be noted that the Program is generally less well accepted in those schools where its scope is limited strictly to "French as a second language" classroom instruction, and gains wider acceptance and enthusiasm in those schools where its scope includes such activities as school-wide celebrations of French holidays, special French cultural programs, French

plays, culminating activities and French instruction for the adult community members. It is also suggested that the Associate Teachers of French be used as resource persons for the classroom teacher and thereby establish closer bonds both at a professional and personal level.

Another concern of the evaluators is the nature of the enrollment of teachers in Second Language Specialist Programs. We feel that the enrollment, while ever increasing, will not produce a large enough number of SLS's to satisfy the demand and also note that the majority of enrollees are established teachers with 8 or more years of experience. Only 4% are first year teachers with an additional 18% having 2-3 years teaching experience. This would seem to indicate that the program, as conceived, is failing to attract the young, beginning professional teachers, who see Bilingual Education in Louisiana as a teaching career with a real future for them.

As established, the academic offering of the Universities in Second Language Certification cannot be used as partial academic fulfillment of the requirements for a Master's or Doctoral degree nor even give credit towards the "Plus Thirty". Thus,the SLS may be regarded only as a sideline certification and not a real stepping stone to greater professional growth by the younger teachers. The universities, by relegating the SLS certification to this role, have increased the probability of its demise as soon as funds for its support are withdrawn.

On the parental survey it became obvious that fewer parents are sure that a knowledge of French is a marketable asset. The evaluators believe that this shift of opinion is only a reflection of the times and not on the basic soundness on possessing the additional skill of speaking French. Parents as in the past, are very enthusiastic about the Program and feel a great deal of pride in the fact that their children are acquiring the language of their cultural ancestors.

French classes for parents seemed to enjoy a great acceptance and were responsible for a great deal of enthusiasm and unsolicited testimonials from participants. They provided a vehicle which allowed the parents to freely interact with the school community, especially administrators and the French teachers. It is of note that 30% of the participants were non-native Louisianians and 25% of the total enrollment were teachers, therefore the Adult French Program provided not only a forum for social interaction but also fulfilled a valid educational need within the community.

It was both interesting and encouraging to note that when called upon to assume a portion of the financial cost of the CODOFIL French Program for the 1975-1976 school session, only six of the thirty-six participating parishes decided to discontinue the program. This represents a loss of only 16% and the loss of these six parishes has been offset by the inclusion of five new parishes which have agreed to bear a portion of the cost.

The evaluators feel that the legislative approval of Senate Bill No. 639 authorizing school boards to establish second language programs in elementary and secondary schools as a part of the general curriculum is most significant. With a unanimous vote in the Senate and a vote of 81 to 1 in the House, the passage of this bill is a clear testimony which reflects the will of the people of Louisiana to give status and priority to the cultural and linguistic heritage of the ethnic groups represented in the state. This entire bill is reproduced in Appendix A of this report.

The evaluators feel that the Program is continuing to improve and that its third year was better than ever. It is also evident that the Program has reached a certain level of maturity and it is ready to become an established facet of education in Louisiana.

Regular Session, 1975

Senate Bill No. 639

BY MR. MOUTON, Chairman, Senate Committee on Education , Health and Welfare (Substitute for SB No. 209 By Mr. Mouton), AND REPRESENTATIVES BARES, M.J. LABORDE, J. JACKSON, D'GEROLAMO, ANZALONE, LEITHMAN, MORRISON, AND JENKINS

AN ACT

To amend Title 17 of the Louisiana Revised Statutes of 1950, by adding thereto a new Section, to be designated as R.S. 17:273, to authorize each parish or city school board to establish, as part of the general curriculum, the teaching of a second language in grades one through twelve; to provide a procedure for petitioning a parish or city school board for the inclusion of the teaching of a second language in the general curriculum of a particular school or schools when the governing authority of the school fails to establish such a program; to establish the procedure for exempting students from the second language program; to authorize and require the State Board of Elementary and Secondary Education to establish guidelines, regulations, and policies to implement such a program; and otherwise to provide with respect thereto.

Be it enacted by the Legislature of Louisiana:

Section 1. Section 273 of Title 17 of the Louisiana Revised Statutes of 1950 is hereby enacted to read as follows:

273. Second languages; teaching in public schools

A. Commencing with the 1976-1977 school year, each parish school board and city school board in the state is hereby authorized to establish as part of the general curriculum of instruction the teaching of a second language. The second language curriculum shall be so established as to include a program extending upward through all grades, commencing in the first grade and extending upwards to the twelfth grade, in a well articulated, sequential manner so

as to afford all school children in the state the opportunity of arraining proficiency in a second language.

B. (1) If a parish or city school board does not establish a second language program by May 30, 1976, such a program shall be required upon presentation of a petition requesting the instruction of a particular second language. The petition shall be addressed and presented to the parish or city school board and shall request the instruction to be in a particular school. It shall contain the signatures of at least twenty-five percent of the heads of households of students attending a particular school within the jurisdiction of the parish or city school board. The superintendent of the parish or city schools shall determine the required number of signatures needed for each school and shall certify whether or not a petition contains the necessary number of signatures. Parents may petition to initiate second language programs in elementary schools, junior high schools, and senior high schools.

(2) Upon receiving a certified petition, the parish or city school board shall establish the teaching of the designated second language in said school as a part of the general curriculum of instruction. The instruction of the second language shall be developed to include the teaching of the language in each grade of said school in a well articulated and sequential manner so as to afford to the student the opportunity of attaining proficiency in the designated second language. Any student shall be exempted from the second language program upon request of the parent or guardian. The parent shall direct this request to the principal of the school or to the superintendent of the parish or city school system.

(3) Instructors in a second language would be regularly assigned certified teachers at the secondary level or certified second language specialist teachers in the elementary grades one through eight, itinerant in one or more schools, and/or foreign associate teachers selected and

approved by the State Department of Education in cooperation with other appropriate state agencies. A second language specialist teacher with a full schedule of second language classes would not be counted in the pupil-teacher ratio in the school of assignment, but would be counted as an additional teacher.

(4) The cost of implementing a second language program at the secondary level (junior and/or senior high schools) will be borne by the local school system. The cost of omplementing second language programs in the elementary grades over and beyond the base salary of regularly assigned teachers will be paid from state funds appropriated as a part of the total education budget of the State Department of Education.

C. The State Board of Elementary and Secondary Education shall establish guidelines, regulations, and policies for the implementation of a comprehensive curriculum in a second language in a well articulated sequential manner in order to carry out the intent of this Section.

Section 2. If any provision or item of this Act or the application thereof is held invalid, sich invalidity shall not affect other provisions, items ot applications of this Act which can be given effect without the invalid provisions, items or applications, and to this end the provisions of this act are hereby declared severable.

Section 3. All laws or parts of laws in conflict herewith are hereby repealed.

LIEUTENANT GOVERNOR AND PRESIDENT OF THE SENA

SPEAKER OF THE HOUSE OF REPRESENTATIVES

GOVERNOR OF THE STATE OF LOUISIANA